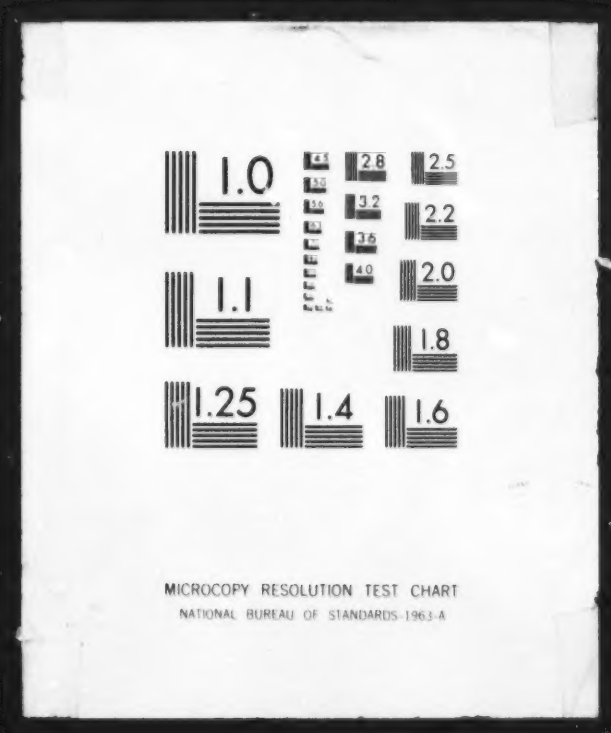
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ABSTRACT

A resource kit for the teaching of listening comprehension in French at the intermediate secondary level is represented by a teacher's guide. The module is designed to develop language awareness through the presentation and discussion of basic language concepts and contrastive language study. Language variation and cognates are among the topics treated. The subject matter of the module is taken from the history, geography, and culture of the city of Montreal. The teacher's guide offers suggested classroom activities, as well as directions for the use of a filmstrip/tape. Background information on Montreal is included, and a cloze quiz is attached. (JB)

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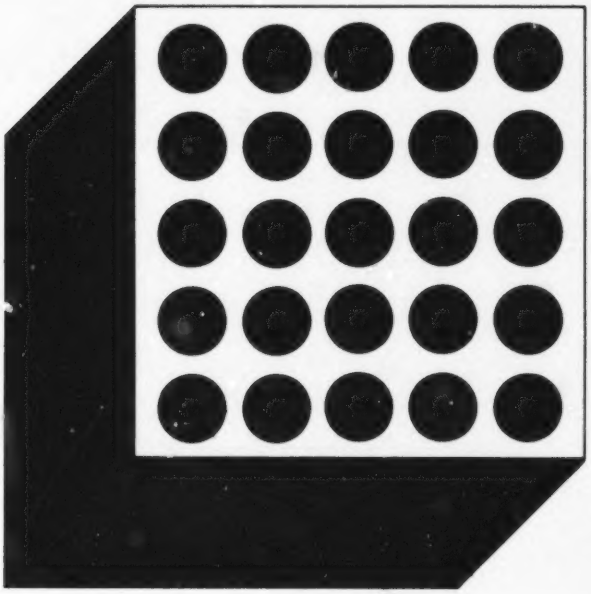
Bienvenue à Montréal

Teacher's Guide



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MODULES PROJECT

The Modules Project is a research and development curriculum project that prepares multimedia classroom materials for teaching French as a second language in elementary and secondary schools. The project has three main purposes: firstly, to be of immediate help to teachers by developing modules as supplementary materials for current French programs: secondly, to initiate alternative approaches to present French-as-a-second language curriculum practices; and finally, to demonstrate a set of procedures for materials development that stress research on the information contained in a module and evaluation of modules prior to their publication.

A module is not a program. It is a unit or kit, independent of existing programs, which can be used very flexibly in response to a variety of teaching situations or to differences among students' needs. Each kit deals with one specific aspect of learning a language. A module can arouse interest in a topic, teach a linguistic feature, or provide an opportunity to use the language in an activity. All modules consist of a set of materials containing, for example, tapes, filmstrips, pictures or booklets. They also include a small handbook for teachers and students with background information, suggested classroom activities and a selected bibliography. Some modules are for use in class; others have been developed for group or individual use. Some are appropriate for a particular age and grade level; others have application over a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a 'bank' of units which can be used in whatever way they suit a particular course, teacher, or set of students. Eventually, a bank of modules might be considered an alternative to an existing fixed sequential program. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the programs which are currently in use in the schools.

Topics for modules are chosen from among those aspects of second language learning that are lacking in or not sufficiently emphasized by current programs. The topics are carefully documented before modules are prepared to ensure that module content is authentic. All modules are classroom-tested in a number of schools across Ontario and subsequently revised before they are published.

The project is funded by the Learning Materials Development Fund, Ontario Ministry of Education and by the Ontario Institute for Studies in Education.

We hope that modules will help to vary the activities in French classes and assist the teacher in the time-consuming job of gathering additional materials and information.

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A Note on Modules

In the teaching of French as a second language today it is recognized that there is a great need for varied teaching materials, since the students have varying backgrounds, approach learning in varying ways, and progress at varying rates.

With these thoughts in mind, we have begun to experiment with a new type of materials development which we call "modules." A module is a unit or kit, independent of existing programs, dealing with one specific aspect of learning a language. A module can present information on a given subject, teach a linguistic feature, provide practice, or arouse interest in a topic. The format of modules may be varied according to the purpose of each. In some cases modules are likely to be offered as small multimedia kits. Some may be for use in class; others may be programmed for self-instruction or independent use. They may be appropriate for a particular age and grade level, or they may have application over a wide range of ages and grades.

Instead of offering a fixed progression, modules can be compiled into a "bank" of units that can be used in whatever way they suit a particular course, teacher, or set of students. Eventually a bank of modules might be considered an alternative to an existing fixed sequential program, but it will take a long time to develop them in sufficient number to offer the equivalent of a published program. What modules can do today is to complement existing programs and make up for gaps and deficiencies without upsetting the pattern of the many excellent programs currently in use in the schools.

We hope that modules will help to vary the activities in French classes and will assist the teacher in the time-consuming job of gathering additional materials and information.

Introduction

Bienvenue à Montréal has been developed in response to frequent requests from teachers for additional classroom materials emphasizing cultural aspects of French Canada.

The module is designed as a brief introduction to the city of Montreal. The core of the module takes the form of a "one-day tour" of the city center via a filmstrip accompanied by an audiotape commentary in French. Emphasis has been placed on those historical and contemporary aspects that distinguish Montreal from other Canadian cities.

OBJECTIVES

- To introduce the students to pertinent aspects of Montreal, the second largest French-speaking city in the world.
- To increase their French listening comprehension.
- To develop language awareness through the presentation and discussion of certain basic language concepts as well as points of comparison and contrast between languages.

TARGET AUDIENCE

Bienvenue à Montréal is designed for students in grades 9 and 10 who have mastered the basic aural/oral and reading skills in current French programs. With minor adaptations it can also be used by students in grades 11 and 12.

LINGUISTIC CONTENT

The level of vocabulary and structures used in preparing the French script has been based largely on the two commonly used programs, *Ici on parle français* and *Le français international*. Students at Level III of *Ici on parle français* or completing Level I of *Le Français international*, or at an equivalent level of comparable programs, will have covered the basic structures used in this module.

The vocabulary is intended to be simple and straightforward while retaining an authentic tone. Certain French Canadian expressions – the verb *magasiner*, for example – have been incorporated into the script. Further information on these vocabulary items, as well as vocabulary that may be new to the students, is given in the next chapter.

TOPICAL CONTENT

Several general topic areas on various aspects of Montreal life are presented in the filmstrip/tape:

General Information

- Physical geography: location of city, major features of the city site.
- Economic geography: importance of port facilities for growth of trade.
- Social geography: language communities and their distribution; bilingual aspects of the city.

Historical Background

- Landmarks in the area of Vieux Montréal: le Château de Ramezay, le Marché Bonsecours, l'Eglise Notre Dame de Bonsecours.
- Historical figures: Jacques Cartier, the first European to view the site of present-day Montreal; Paul de Chomedey, Sieur de Maisonneuve, leader of the first group of settlers who established the colony of Ville Marie.
- Importance of fur trade, port facilities, and immigration to Montreal's development.

Student Life and Recreation

- Educational system: availability of French, English, and bilingual schools and universities.
- Popular sports and recreational facilities: Expo baseball games, city parks, discothèques, and bistros.
- Cultural facilities: French- and English-language theater, films, and television.

MODULE COMPONENTS

- A 63-frame color filmstrip and accompanying French-language audiotape (5-inch reel, 7 1/2 ips, duration approx. 13 minutes)
- The teacher guide
- A map of the city of Montreal
- Fill-in-the-Blanks Student Quiz (32 sheets plus master)
- An evaluation checklist form and return envelope

Some Suggestions for Use

The teacher can conduct the activities suggested here before the filmstrip/tape presentation and develop them further in the follow-up. The teacher is encouraged to conduct the supplementary activities entirely in French whenever possible, using the students' level of achievement as a guideline.

PRESENTATION OF NEW VOCABULARY

In order to increase comprehension of the French tape, the teacher may wish to introduce certain new vocabulary items beforehand. A selected list of possibly new items follows:

Nouns

la boutique
le café-terrasse
le citoyen
le colon
le couloir
l'étudiant (*m.*)
le gratte-ciel
le matelot
le métropole
la merveille
le siècle

Verbs

attirer
déposer
diviser
magasiner
prier

Adjectives

fondé(e)
gastronomique
tranquil(le)

Special Terms

anglophone
francophone
bilingue

Expressions

le dépôt de fourrures
le marché aux puces
le va-et-vient

LANGUAGE AWARENESS

The following language awareness section is designed as an introduction only.

1. Language Variation

In order to develop a sense of language awareness in the students it may be advisable to start with a consideration of variations in English usage. The consideration of French examples is then a move from the known to the unknown in terms of the students' experience. During this presentation it may be pointed out that dialect variations do exist within languages and that the dialect form is not something substandard but merely a variant form of speech of the language in question.

Initiate discussion on language variation by pointing to some differences between current Canadian English expressions and their American, Australian, or British counterparts. Some common examples of Canadian/British variations would include *elevator/lift*; *sidewalk/pavement*; *streetcar/tram*, *trolley*; *subway/underground*, *tube*; *traffic circle/roundabout*. The students themselves may provide further examples.

Lead discussion into the variations in certain expressions in Montreal and in Paris, using the following information as a basis.

Certain terms frequently used in the popular language of French Canada are not generally used in other French-speaking areas. Many such terms are in fact old French forms that have fallen into disuse in France itself – the verbs *magasiner* and *jaser*, for example. Certain typical Canadian French expressions are contrasted below with their Parisian French equivalents. (Those used in the module are marked with an asterisk.) For further detailed information on French Canadian usage the teacher may wish to consult Dagenais, *Dictionnaire des difficultés de la langue française au Canada*, and Bélisle, *Dictionnaire général de la langue française au Canada*. (See Selected Bibliography.)

Montreal	Paris
l'acteur (*m.*) *actor*	le comédien (théâtre) l'acteur (cinéma)
*le centre d'achat *shopping center*	le centre commercial
la fin de semaine *weekend*	le weekend
le déjeuner *breakfast*	le petit déjeuner
le dîner *lunch*	le déjeuner
le souper *dinner*	le dîner
*magasiner *to go shopping*	faire des {achats / emplettes
jaser *to chat, gossip*	causer, bavarder

2. Cognates (Mots apparentés)

To help the students achieve a better understanding of the French filmstrip and tape presentation, the teacher can encourage an awareness of cognates between English and French, proceeding in the following manner.

Discuss with the class the idea of similarities between English and French. Having selected several cognates used in the module from the list below, ask the students to match the French word with the equivalent English cognate, and then list both the French term and the English equivalent on the blackboard.

Nouns

l'artiste (*m.*)
la capitale
le centre
le commerce
la communauté
le contact
le développement
l'empire (*m.*)
le gouverneur
l'immigrant (*m.*)
la minute
la navigation
l'origine (*f.*)
le port
la position
la poterie
la promenade
la situation
le souvenir
le succès
le théâtre
l'université (*f.*)
le vocabulaire
le voyage

Adjectives

commercial
énorme
excellent
favori
idéal
intérieur
moderne
noble
populaire

Verbs

s'amuser
continuer
convertir
exister
inventer
visiter

3. False Cognates (Faux amis)

At this point the teacher can discuss briefly the idea of false cognates – *faux amis*. The students will encounter many such words in French, which resemble English words in their form but in fact differ in meaning. They should be encouraged to consider the context in which a new expression is used.

The teacher will find it helpful to place the following *faux amis* in French sentences in order to illustrate this point:

les informations/the news
Chaque soir à six heures et demie on écoute les informations à la radio.

sensible/sensitive
Je n'aime pas l'hiver parce que je suis très sensible au froid.

sympathique/nice, agreeable
On dit que cette jeune fille est très sympathique.
–Oui, elle est très aimable.

remarquer/to notice
Il n'a pas remarqué ma belle robe neuve!

passer un examen/to try an examination
Je vais passer mon examen de français demain.
–Bonne chance!

DIRECTED VIEWING

The teacher may wish to direct the students' attention to certain aspects of the material by asking one or two simple questions just prior to presenting the filmstrip/tape. For example:

Can you find out what Montrealers call their subway?
Comment s'appelle le "subway" à Montréal?

How many restaurants are there in Montreal?
Il y a combien de restaurants à Montréal?

DIRECTED LISTENING

The teacher can list the two language categories on the blackboard – *Cognates/Mots apparentés* and *False Cognates/Faux amis* – and ask the students to listen for other items to add to these columns.

The complete script of the tape and key to the filmstrip frames begins on page 11.

FOLLOW-UP ACTIVITIES

1. General Class Discussion

The teacher is encouraged to conduct the discussion following the presentation entirely in French

whenever the students' level of French permits. The questions suggested here are general.

General Reactions

1. Would you like to visit Montreal? Why? Why not?
   Est-ce que vous voulez visiter Montréal? Pourquoi? Pourquoi pas?
2. If you were visiting Montreal, where would you go first and why?
   Vous êtes à Montréal. Quelle est la première chose que vous voulez voir? Pourquoi?

Montreal and Other Canadian Cities

1. Do you think Montreal is a unique Canadian city? Why? Why not?
   Pensez-vous que Montréal est une ville canadienne unique? Pourquoi? Pourquoi pas?
2. Are there any aspects of Montreal life that are similar to your home town? Different? Describe.
   Quelles ressemblances avez-vous remarquées entre la vie à Montréal et dans votre ville? Quelles différences?

City vs. *Country*

1. Do you prefer living in town or in the country?
   Préférez-vous habiter en ville ou à la campagne?
2. What are some of the advantages of city life? ... of country life?
   A votre avis quels sont les avantages d'habiter en ville? ... à la campagne?

Montreal vs. *Paris*

1. In what ways do you think Montreal is similar to Paris?
   Comment la ville de Montréal ressemble-t-elle à la ville de Paris?
2. In what ways is Montreal different?
   Quelles sont les différences entre les deux villes?

2. Language Awareness

The teacher can now ask the students for any additions to the language categories listed on the blackboard – *Cognates* and *False Cognates*.

3. Fill-in-the-Blanks Quiz

After distributing the quiz sheets to the students, explain the purpose of the quiz – that is, to test their memory concerning information they have seen and heard during the presentation. Make certain that all understand the instruction *Remplacez les tirets par les mots corrects*.

Encourage the students to try to discover the meaning of a new word or expression by checking

- its context in the sentence in which it is found;
- the context of that sentence in the sentences preceding and following;
- the possibility of comparison between cognates
  - from the spelling of the new term (e.g., le *site* de Montréal, la *base* économique),
  - from the combination of spelling and pronunciation (e.g., la musique *populaire*, les *parcs*, la base *économique*).

Before the students begin the quiz, read it through aloud once, pausing at each blank.

If this module is presented to students at a more advanced level (such as in grades 11 and 12), the teacher may wish to direct the students to conceal the bottom vocabulary section of the quiz in order to test their comprehension and recall as well as word recognition.

Students may be selected to read certain passages aloud during the discussion of the seatwork.

4. Project Work

Several of the questions suggested earlier could lead to project development by individual students or by small groups of students. The teacher may wish to organize such project work in conjunction with teachers of other disciplines such as geography or history. Other possible topics could include:

- Early exploration and colonization of the Montreal region.
- Social and geographic factors influencing the city's economic growth and development.
- Geographic features of the Montreal region.
- Comparison and contrast of Montreal city life with life in (a) Paris, (b) Toronto.

- A description of the old section of Montreal – *le Vieux Montréal* – in comparison with the old section of another large city.

5. Creative Writing

Creative writing exercises will give the students an opportunity to use the new vocabulary they have encountered. The teacher may wish to have the students write brief descriptive paragraphs, or even short poems, on aspects of Montreal life as seen in the filmstrip.

For example, the teacher may ask the students to re-create the atmosphere of a Montreal café using selected vocabulary items: *s'amuser*, *bienvenue à*, *le café-terrasse*, *l'étudiant*, *magasiner*, *les boutiques*, and so on.

Background to Montreal

The city of Montreal stands today as a great Canadian metropolis and one of the most important urban centers in North America. The vast city area, covering sixty-eight square miles of territory, stretches thirteen miles along the St. Lawrence River, and up to nine miles across the island from north to south. Vast also in terms of population, the city proper can claim one-quarter of the total inhabitants of the province of Quebec.

Toward the end of the nineteenth century, new arrivals to Montreal who were neither French nor English in origin, but mainly Russians, Syrians, and Italians, began to break down the simple division of Montreal into French and English sections, and a modern multicultural city began to emerge. But while developing as a cosmopolitan community, Montreal has retained the flavor of its French origin. In fact, there are more French-speaking people in Montreal today than in any other city in the world outside of Paris. About two-thirds of the city's inhabitants are descendants of the original settlers of New France, about one-fifth are of British origin, and the balance is made up of numerous other nationalities.

The duality of French and English, the "two solitudes" described by novelist Hugh MacLennan, with the attractions and problems they present, contribute greatly to give the city its unique and special character. The many bilingual aspects of city life – French and English advertisements, radio and television broadcasts, and cultural activities – provide a wide variety of experiences and interests for residents and visitors alike. Montreal has, in fact, become a most important center of French-language theater, radio, and television production. Montreal residents receive four Canadian television networks – two French-language and two English-language – with a choice of Canadian and foreign productions in English and in French; of the latter, although some are dubbed with a French sound track, many are original French-language Montreal productions such as the situation comedy *Quelle famille!* or the daily *Femme d'aujourd'hui*.

This is not to say, however, that Montreal has achieved a perfect blending of the two languages and cultures; instead, all too often there is a distinct separation and isolation of the two major language communities. One can certainly live in Montreal today with little or no knowledge of French since much of the commercial and cultural life of the city is conducted in English. In fact, people of British rather than French origin hold a large share of the control of the industrial and commercial enterprises in Montreal, and so it is not surprising that English is the most common form of communication in business. With this in mind, New Canadians from all parts of the world, who must not only adjust to a new environment on their arrival in Montreal but also make a choice between the two languages, will in the majority choose English.

There is also a remarkable degree of separation between the residential areas of the French and non-French populations. The line formed by Boulevard St-Laurent marks a distinct break between eastern Montreal with its high proportion of French-speaking households and western Montreal with its high proportion of non-French households. And, although boundaries are often

blurred, ethnic communities do tend to retain their separate identities within the city: for example, the city of Outremont is relatively French; north of Outremont one finds "Jewish Montreal"; south of Mount Royal around Westmount is the base of "English Montreal"; and in the city core, forming a buffer between French and English communities, lies what is commonly called the "immigrant corridor," an area inhabited largely by students and by New Canadians who have recently arrived in the city.

Geographic Facts

The most important geographic feature of the city itself is Mount Royal, rising 600 feet above the city and providing superb views of the city center. Parks, lookouts, and fashionable homes make the most of the scenic possibilities of its slopes and summit. Rising in the heart of the industrial metropolis, the winding roads and open spaces of Mount Royal provide a quiet green oasis in the midst of high-rise housing, throughways, and other urban developments.

Another geographic feature that has contributed greatly to making Montreal today's attractive, bustling metropolis is its unique island location at the junction of two major waterways, the St. Lawrence and the Ottawa rivers. The city's rapid economic growth and development are directly related to this unique position. But today, with the many bridges spanning the river, it is becoming easier to forget that Montreal is, in fact, an island.

For early traders and settlers, however, the island location had a great importance. Since the Lachine Rapids, upstream from the city center, presented a barrier to inland navigation, it was necessary to transport goods intended for the interior of the continent by canoe, or overland by wagon, from this point. Thus Montreal, situated at this crucial point on the vast inland waterway, soon developed extensive port and harbor facilities, which have never ceased to expand and modernize and now make Montreal one of the world's greatest inland ports. The completion of the Lachine Canal in 1825 and more recently of the St. Lawrence Seaway in 1959 has continued to keep Montreal the leading port in Canada.

Of course, many factors other than the facility of water transport have aided the growth of the city. Transportation routes by road, rail, and air now fan out from the island in all directions. Natural resources from surrounding regions (copper and wood pulp) are easily and quickly transported to the city, where they are turned into a vast range of manufactured products in many small and large industries.

Architecture

One of the city's most distinctive architectural features is the outside staircase and balcony construction seen in many of the older residential areas.

In the mid-1800s Montreal's first external staircases and balconies made their appearance. The style won instant popularity with building contractors because it simplified the task and lowered building costs to a great extent, and it soon became the virtual archetype of the Montreal dwelling. However, a reaction against the dangers and impracticalities of these outside staircases began in 1920, and by the 1940s a municipal law had ended this building habit. From that point on contractors were obliged to place staircases inside buildings. Fortunately, a rich and varied array of outside stairways and balconies can still be seen today along many Montreal streets, such as De Lorimier and St-Denis.

Development of the City Center

From its earliest years the center of Montreal has moved from one open square (*place*) to another: from the Place Royale (in the 18th century), to Place Jacques-Cartier (early 19th century), to Place d'Armes, where an increasing number of banks and other business enterprises became established. At first, all commercial transactions were conducted in these open marketplaces. Later, with the construction of the Bonsecours market building in 1845, business trade moved indoors. For more than a century Place d'Armes and St. James (St-Jacques) street personified Montreal finance. St-Paul and Notre-Dame were acknowledged as the main streets of the city.

At the same time, toward the end of the 19th century, other developments were taking place that shaped the character of the downtown core for many years to come. Dorchester Boulevard attracted the rising bourgeoisie and their huge stone mansions; Sherbrooke became the avenue of rich men's homes; and between these two, Ste-Catherine developed as the main commercial artery, particularly with the building of Morgan's department store (1891) and Birks' (1894). St. James, Dorchester, Sherbrooke, and Ste-Catherine streets were built at a period when the city's English-speaking population dominated, whereas the older St-Paul and Notre-Dame streets were developed while the French language still predominated in commercial life.

For many years the St. James street area represented the business district while Ste-Catherine was the main retail shopping street in the city. But at the end of World War II much of the central city area was in a state of disrepair characterized by slums, decayed buildings, and vacant lots. Also, the rapid growth of the suburban areas had begun, with their many new shopping centers competing for business with the old downtown section. It was necessary to act quickly to restore the dynamism and importance of this central city area.

Since the beginning of the 1960s the Montreal downtown area has been transformed and revitalized by the construction of several major developments – the Canadian National Railway complex with its Queen Elizabeth Hotel (1958); Place Ville Marie (1962); Place Bonaventure and Place du Canada (1967). The concentration of buildings within the city center and of people within the buildings is quite striking today: some 150,000 people work in this small area of about one square mile, 15,000 of them in Place Ville Marie alone.

The success of the new developments has made Dorchester Boulevard the new commercial hub of the city and has left St. James street struggling for existence. There is an increasing differentiation today making the Dorchester complex an anglophone center while St. James is becoming more and more francophone. Developments such as the Place Victoria complex (1965) aim at increasing French-language enterprise on this historic street.

Ste-Catherine remains the main commercial street of Montreal with its five large department stores and numerous small shops, restaurants, cinemas, and so on. One finds an intricate mixture of commerce and entertainment along Ste-Catherine with something for everyone's taste. Because of the hotels, restaurants, and theaters, the area remains interesting and lively long after normal business hours.

One of the most distinctive features of present-day central Montreal is its network of underground passages beneath the huge skyscraper complexes; miles of interconnecting arcades link railway stations, the métro, parking garages, hotels, commercial buildings, and shopping promenades. In fact, a whole city is within comfortable reach without any need to go outdoors.

Further restoration is being done to the south and east of the new high-rise complexes, where a great effort has been made to restore *le Vieux Montréal* – to re-create the atmosphere of the past to the last detail of carved wood and hand-cut stone. Thus, Montreal with its modern new skyline and underground city will be reminded of its past heritage in the midst of today's progress.

Historical Background

The first white man to view the site of Montreal was Jacques Cartier, who landed on the island in 1535. Cartier was greeted warmly by Indians dwelling in Hochelaga, a prosperous village that stood not far from the present McGill University campus.

By the time Samuel de Champlain docked here in 1608, the Indian village had been abandoned and Champlain founded a fur-trading post, which he named Place Royale. Champlain, like Cartier before him, realized that here was an ideal site for settlement and for a great city of the future. The island location at the convergence of rivers was to provide a point of contact for transport and communications by four great water routes: the Atlantic Ocean to Europe; the lower Great Lakes to the southwest; the Ottawa River to the upper Great Lakes and thence the west and northwest; and the Richelieu River and Lake Champlain to the

Hudson River and the New England states. Furthermore, roads could easily be built across the long St. Lawrence plain.

In France, missionaries and traders made known the virtues of this ideal settlement site. At this time the upper circles of French society were experiencing a deep religious fervor that created great enthusiasm for the spiritual aspect of the Canadian venture. Religious groups were soon enlisting recruits to travel to the new land to Christianize the Indians of New France. Thus, in 1642, Paul de Chomedey, Sieur de Maisonneuve, along with some forty carefully selected settlers, arrived on the island and founded the permanent settlement of Ville Marie de Montréal.

A period of very troubled times followed for these first settlers. A half-century of raids, attacks, and massacres by the Iroquois ended only in 1701 with the signing of the Indian Treaty. And amazing though it was, the tiny settlement not only survived but grew during this period to a population of about 2,000.

With the establishment of peace with the Iroquois came a great influx of settlers to the region and the development of the fur trade on a large scale. Montreal now served as a base for many explorers, traders, and missionaries, including d'Iberville, La Salle, Jolliet, Marquette, Duluth, Lamothe-Cadillac, and many others, who extended the territories of New France from Hudson Bay to the Gulf of Mexico.

Although the small colony was growing and prospering, French support was weakening, and costly garrisons, troops, and supplies could not be properly maintained. At the same time, English strength was increasing in New England, and the French were in frequent conflict with English forces. When in 1759 the English under General Wolfe took Quebec City, the capital of New France moved to Montreal until it too capitulated to British forces under General Amherst in 1760. This effectively brought an end to French rule in North America.

Further troubles followed. Americans took over the city of Montreal in 1775, but fled again in 1776 when they were unsuccessful in their bid to get the French Canadians to side with them against the English. Conflicts occurred again in 1812, but the southern invaders were once again repulsed.

During the period following the British conquest there was a reshaping of the fur trade. Instead of the Indians bringing their pelts to the Montreal-based trading firms, the traders sent out their *coureurs de bois* and *voyageurs* to search out the pelts. The North West Company, begun by several enterprising Scotsmen, sent its representatives as far as the Pacific and the Arctic oceans, thus completing the explorations of its French predecessors. Later, however, the rival Hudson's Bay Company, which shipped out of James Bay rather than Montreal harbor, was able to take over its competitor.

As early as 1800, Montreal had become the gateway to a new land for goods and people. A stream of settlers from the south following the American Revolution had passed through Montreal headed toward Upper Canada. The immigration of a great number of these United Empire Loyalists accentuated the gap between the two races in Canada. The Constitution Act of 1791, which had divided the territory into Upper and Lower Canada (today's Ontario and Quebec), had seemed to provide an ideal solution in that each province had its own parliament. Unfortunately in Lower Canada the parliament came under the control of the English minority, which saw fit to enforce certain anti-French policies. A group of French Canadians under the leadership of Louis-Joseph Papineau opposed this power structure and fought for equal rights for the French population of Quebec. This struggle ended with the rebellions of 1837 and 1838.

Then in 1841 Upper and Lower Canada were joined into the Province of Canada by the Act of Union, and Montreal became the country's capital in 1843. It lost its title to Toronto and then to Quebec in 1849 after the parliament buildings were set on fire by those who were dissatisfied with the compensation granted by the Rebellion Losses Bill for losses incurred in the 1837 skirmishes.

There followed a great period of expansion for commerce, shipping, railroads, and similar enterprises. After the confederation of the provinces in 1867 Montreal experienced rapid growth to become the uncontested metropolis, with some 370,000 inhabitants by 1900. Today,

however, Montreal's position as the largest Canadian city is rivaled by the rapid growth and expansion of Toronto.

Student Life

Montreal's dual language heritage is also reflected in its education system. Its public school system includes four sectors under two school boards – French and English Catholic, and French and English Protestant. (The Protestant schools generally serve the non-Catholic population.) Primary instruction in Quebec is considered to be from kindergarten to grade 6, and the secondary level from grade 7 to grade 11. Students who wish to continue their education must now complete a two-year pre-university course, either in one of the new CEGEPs (*Collèges d'enseignement général et pratique*, which are public junior colleges similar to Ontario's community colleges) or within one of the established universities.

Montreal can boast two English-language universities and one French-language, with a second in progress. The oldest of the four, McGill, dates from as early as 1829; even before the end of the nineteenth century the Sherbrooke street campus had acquired many of the stately buildings that make up its present-day appearance. The second English-language university, Sir George Williams in the central downtown area, grew out of the Montreal YMCA education program.

In 1919 the Montreal division of Université Laval became autonomous as the Université de Montréal. The university remained at its original site at St-Denis and Ste-Catherine streets until the early 1940s, when it moved to a new expanded campus on the north slopes of Mount Royal. It is today French Canada's largest university. A second French-language university, the Université de Québec, is now in existence offering a number of certificate programs and professional courses by extension.

The many narrow streets adjacent to McGill and Sir George Williams (Mountain, Pine, McGill) form the core of the English student quarter. Farther east, around St-Denis street, the young French Canadian students congregate. Both of these vaguely defined areas border on Boulevard St-Laurent, known as "the Main," which is considered to divide the city between east (French) and west (English) sectors.

Recreation

Montreal has long enjoyed a reputation as a lively city with many attractions for visitors and residents to enjoy.

Sports play a major role in Montreal's entertainment life. Les Canadiens, the Montreal hockey team, has been famous for over forty years; for football there are the Alouettes and for baseball the Expos. The Montreal Forum can accommodate some 18,000 hockey fans, and the city's present six stadiums will soon be complemented by additional facilities for the summer Olympic Games in 1976.

The city is also famous for its many excellent cafés and restaurants. Many offer a French cuisine, particularly in the old town, but there are also numerous small restaurants specializing in Québécois, Italian, Spanish, Hungarian, Greek, Chinese, Indian, and many other cuisines. Not only is there a large number of restaurants – over 4,000 – but the variety is great and, even more important, the quality is high. There are also many colorful sidewalk cafés and small bistros throughout the city.

The *marché aux puces*, the popular outdoor flea market on St-Paul street, boasts a varied and interesting array of art, antiques, and secondhand items to catch the eye of every bargain hunter. Shoppers can also browse around in the exciting antique shops, art galleries, and fashion boutiques that have opened in the last few years on St-Paul and some of the side streets.

A long history of entertainment is recorded in Montreal, from the Théâtre Royal (1825) on old St-Paul street to the striking new Place des Arts (1963) on Ste-Catherine. During the winter the several concert halls of the Place des Arts offer a varied program of symphony concerts, operas, and entertainers. During the summer season, Terre des Hommes (Man and His World) takes over as the major entertainment and recreational center by virtue of its large amusement area, La Ronde. The city's many fine museums, commercial art galleries, and handicraft shops are year-round attractions, as are the historic sites and renovated buildings of Old Montreal.

Script and Filmstrip Key

Load the tape and set volume control half-way. Set speed at 7 1/2 ips. Load the filmstrip, use frame 0 to focus, and turn to frame 1 (credit). When the tape is begun, there will be a few seconds of silence followed by two beeps. Each *subsequent* beep is then the signal to change the filmstrip frame.

That is:

** Remain at frame 1.

* Turn to frame 2 (title).

* Turn to frame 3, etc.

The presentation will take approximately 13 min.

0	focus	. . .
1	OISE credit	. . .
2	title	. . .
3	train	*Le Super Continental du CN venant de Vancouver, Jasper, Edmonton, Saskatoon, et Winnipeg arrive en gare. Bienvenue à Montréal*
4	Montreal skyline from Mount Royal	la plus grande ville du Canada
5	kiosk, Vieux Montréal	et la deuxième ville française au monde.
6	downtown Montreal	Sortez de la gare parmi d'énormes gratte-ciel,
7	Place Ville Marie	comme la Place Ville Marie, qui soulignent l'importance commerciale de cette métropole,
8	bustling street scene	et regardez le va-et-vient d'une ville toute moderne... Mais avant de continuer, voyons l'origine de cette belle ville.
9	Cartier map	C'est Jacques Cartier, l'explorateur français, qui a été le premier Européen à monter le grand fleuve Saint-Laurent et à visiter le site de Montréal.
10	*Montreal from the River,* 1838 (W. H. Bartlett)	Et c'est Cartier aussi qui a nommé la montagne située sur cette île "le Mont-Royal".
11	Plan of Ville Marie, 1645-1650	La ville elle-même a commencé en 1642 avec la communauté de Ville Marie, fondée par une petite bande de colons.
12	Maisonneuve statue	Leur chef était Paul de Chomedey, Sieur de Maisonneuve, et leur but était de convertir les Indiens.
13	map: Montreal island at river junction	Par sa position sur une île du grand fleuve Saint-Laurent et tout proche des rivières intérieures, Ville Marie était le contact entre la navigation océanique et la navigation intérieure.

14	fur trading	Cette situation idéale a beaucoup aidé le développement de la communauté de Ville Marie, d'abord comme dépôt de fourrures,
15	map: empire of New France	et plus tard, au 18ième siècle, comme centre d'un vaste empire commercial – jusqu'au Mississippi et aux Montagnes Rocheuses.
16	port unloading closeup	Même aujourd'hui le port de Montréal est un grand centre d'activités pour cette ville moderne.
17	Montreal harbor	Cet excellent port attire des bateaux de tous les pays du monde. On le voit bien de l'île Sainte-Hélène,
18	Ile Sainte-Hélène	île si tranquille quand un soldat anglais a fait ce dessin il y a longtemps.
19	Terre des Hommes (La Ronde)	Aujourd'hui l'île Sainte-Hélène est pleine de vie et d'activités.
20	Terre des Hommes	Ici se trouve Terre des Hommes
21	La Ronde	et tout le monde y va pour s'amuser.
22	métro station	Maintenant descendez dans le métro, cette merveille du Montréal d'aujourd'hui,
23	Vieux Montréal: statue of Champlain	et rendez-vous dans le Vieux Montréal, avec ses souvenirs du Montréal d'autrefois.
24	Château de Ramezay	Dans ce grand château, le Château de Ramezay, habitait le gouverneur français de Montréal,
25	Notre Dame de Bonsecours	près de la vieille église de Notre Dame de Bonsecours...
26	Bonsecours, interior	où les voyageurs et les matelots venaient prier avant de partir en voyage.
27	immigrants arriving in Montreal	Le Vieux Montréal – les immigrants venaient ici il y a cent ans...
28	*Canadian Habitants in Bonsecours Market* (J. Duncan)	et le commerce de la ville se développait autour du Marché Bonsecours,
29	Bonsecours market building	ce noble bâtiment qui existe encore aujourd'hui.
30	map: Vieux Montréal	Faisons une promenade dans le Vieux Montréal,
31	Vieux Montréal, Place Jacques-Cartier	entouré de boutiques et de petits restaurants.

32	Vieux Montréal, flea market	Il y a beaucoup de choses intéressantes à voir: le marché aux puces,
33	street artist	ou les artistes au travail.
34	Place Jacques-Cartier, flowers	Arrêtons-nous une minute à la Place Jacques-Cartier au milieu des fleurs,
35	children in Place Jacques-Cartier	où les touristes et les étudiants aiment se reposer ... même les petits étudiants.
36	restaurant: Au Vieux Montréal	Vous avez faim? Avant d'entrer dans votre restaurant favori,
37	menu	vous pouvez regarder le menu.
38	restaurant: l'Auberge du Vieux St-Gabriel	Vous savez, sans doute, qu'à Montréal tout le monde se rencontre autour des tables de restaurant
39	restaurant: La Crêpe Bretonne	dans les 4,000 restaurants qui font de Montréal une capitale gastronomique.
40	café-terrasse	Mais, pour l'étudiant montréalais la vie ce n'est pas seulement les joies du café-terrasse.
41	school	Il faut étudier quand même, et pour ça il y a les écoles françaises, ou les écoles anglaises. Il y a aussi des écoles bilingues à Montréal.
42	Université de Montréal	Après, il y a l'université. Voici l'Université de Montréal qui est francophone,
43	McGill University	et voici l'université McGill, institution anglophone en train de devenir bilingue.
44	métro	Descendez encore une fois dans le métro; il y a une station de métro tout près.
45	map marking town center	Jusqu'ici notre voyage s'est passé dans le centre-ville de Montréal.
46	map: central corridor	Maintenant on va passer plus loin, dans un couloir central qui divise le Montréal anglais du Montréal français.
47	Chinatown	Dans ce couloir central il y a un Montréal qui n'est ni anglais ni français.
48	Greek theater marquee	En effet, Montréal reçoit les citoyens de toutes les origines avec leurs magasins, leurs cinémas,
49	Italian market	et leurs marchés.

50	Jarry Park	A Montréal on peut s'amuser beaucoup. Au parc Jarry, par exemple, tous les Montréalais viennent voir leur équipe de baseball, les Expos.
51	baseball player	Le baseball connaît un très grand succès.
52	baseball jargon poster	Les Montréalais de langue française ont même inventé un vocabulaire français pour le baseball, comme vous voyez sur une affiche de métro.
53	boutiques, Crescent St.	Les Montréalais aiment beaucoup magasiner dans les grands centres d'achat ou dans les petites boutiques intéressantes avec leurs produits de l'artisanat québécois comme
54	pottery	la poterie
55	weaving	et le tissage.
56	Place des Arts	Le soir, il y a le théâtre – en français ou en anglais; vous pouvez voir un spectacle à la Place des Arts –
57	TV program	ou, si vous êtes fatigués, vous pouvez toujours regarder la télévision. Montréal est le plus grand centre de télévision française du monde.
58	TV program: *Les Pierrafeu*	Vous connaissez peut-être ce programme-ci?
59	Montreal by night	Et le soir, comment les jeunes Québécois s'amusent-ils?
60	discothèque sign	Pour eux il y a toujours la danse avec musique populaire dans les discothèques.
61	singers	Et, bien sûr, les jeunes Québécois ont leurs propres chanteurs qui chantent, naturellement, en français. Ecoutez un moment.
62	Montreal skyline	Eh bien, vous voilà maintenant à la fin de votre visite à Montréal.
63	night view from Mount Royal	Montez sur le Mont-Royal et regardez encore une fois cette jolie ville, tout illuminée, avant de dire, "Au revoir, et à bientôt."

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Bienvenue à Montréal

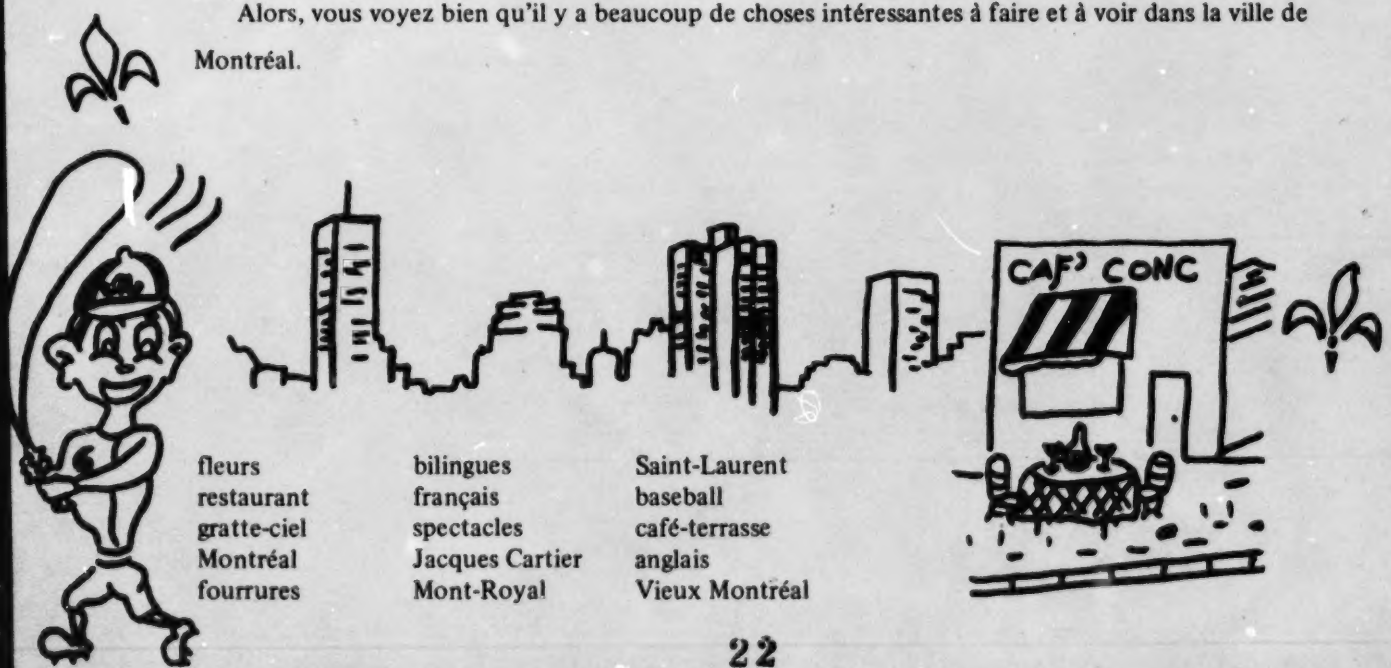
Remplacez les tirets par les mots corrects.

La ville de _____ est la plus grande ville du Québec. Elle est située sur une île du fleuve _____, et elle est construite autour d'une montagne qui s'appelle le _____. En ville il y a beaucoup de petits magasins et de grands édifices. Un de ces grands édifices, la Place Ville Marie, est le _____ le plus haut de Montréal. A l'intérieur de la Place Ville Marie, des restaurants et des boutiques charmantes attirent les visiteurs et aussi les Montréalais.

Le vieux quartier de la ville, le _____, nous rappelle l'histoire de la ville. Nous pensons à l'explorateur français _____ qui a découvert le site de Montréal. Nous pensons aussi aux Indiens et aux voyageurs qui venaient ici déposer leurs _____, la base économique du Canada. Sur la Place Jacques-Cartier nous nous arrêtons une minute au milieu des _____ avant de manger dans notre _____ favori.

Avez-vous remarqué qu'au Québec il y a des écoles anglaises, des écoles françaises, et des écoles _____? Vous pouvez aussi faire vos études ou en _____ à l'Université McGill, ou en français à l'Université de Montréal. Les étudiants montréalais se rencontrent souvent dans les parcs ou bien dans un _____. Pour s'amuser ils vont souvent voir jouer leur équipe de _____, les "Expos". Les jeunes Québécois aiment beaucoup la musique populaire. Ils ont mêmes leurs propres chanteurs québécois qui chantent, naturellement, en _____. Les Québécois aiment aussi le théâtre. A la Place des Arts ils peuvent voir des _____ en français ou en anglais.

Alors, vous voyez bien qu'il y a beaucoup de choses intéressantes à faire et à voir dans la ville de Montréal.



fleurs	bilingues	Saint-Laurent
restaurant	français	baseball
gratte-ciel	spectacles	café-terrasse
Montréal	Jacques Cartier	anglais
fourrures	Mont-Royal	Vieux Montréal